

Kentfield School District Adaline E. Kent Middle School

Grades 5 through 8
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2014-15 School Accountability Report Card *Published January 2016*

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Principal's Message

Kent Middle School (Kent) is part of the Kentfield School District, a dynamic learning community that prepares individuals for a lifetime of intellectual exploration, personal growth, and social responsibility. The District's mission is to inspire and challenge all students to live, learn, and lead to their fullest potential. The school provides a high quality education that empowers every student to reach high, work hard, and be kind. Our school campus, which was remodeled in 2005 after a community bond, supports 524 students across 5th – 8th grades. Highlights of the campus include our extensive solar powered generation facilities, an active garden with organic produce and a chicken coop, an extensive wood shop, a Maker's Space, art facilities, science lab spaces, a well-stocked library, a state-of-the-art computer lab, and two gymnasiums. Everything we do at Kent is centered around unleashing the learner within. By leveraging the talents, skills, and passions of our staff, we are able to maximize student learning. This is apparent even before the first bell rings. Students arrive on campus early to participate in zero period electives like band or chorus or they can work on projects in the Maker Space classroom. Some attend a Mathletes class, our math competition program. Other students oversee eco-action projects like Safe Routes to School, which encourages students to carpool, bicycle or walk to school. Still others enjoy the use of the library as a relaxing place to read before the day begins. With the first bell, students are greeted at the door by their teachers. The Falcon News Webcast, a daily news show produced by students, makes timely announcements and highlights the many extra-curricular activities available. Often the Falcon News features short films produced and directed by students in the filmmaking elective. A visitor will likely see differentiated instruction, project-based learning, active participation by students, and classrooms extensively adorned with student projects. Some examples of these are students creating video games in a coding class, rehearsing scenes for a drama production, developing business websites in their Business Enterprise course, or watching as the 3-D printer begins producing an object students designed in the Maker Space. Kent Middle School staff are committed and exceptional educators who work collaboratively to create inquiry-based learning activities or specific student intervention strategies. Three years ago, Kent was one of the first schools in Southern Marin to adopt and plan Common Core curriculum for Language Arts and Math by developing lessons, assessments and materials. At the same time, our Science department began implementing the Next Generation Science Standards. Social and emotional development is also a focus and a strength at Kent. Our character program received a California Distinguished School designation in 2012. Community service and service learning is deeply integrated into the curriculum. Character education lessons specific to each grade level are taught by teachers in small groups every Monday. Students are encouraged to complete a recommended amount of community service hours in grades 5-7, and are required to complete 10 hours by the end of 8th grade as part of their history class. All of these elements combine to create the unique environment of Kent Middle School, a place where adolescent learning and social growth come together daily.

Mission Statement

The Kentfield School District's mission is to inspire and challenge all students to live, learn, and lead to their fullest potential.

Vision Statement

Kentfield School District will deliver a quality education that empowers our students to reach high, work hard, and be kind.

School Profile

Adaline E. Kent Middle School is located in Kentfield and serves students in grades five through eight following a traditional calendar. At the beginning of the 2014-15 school year, 523 students were enrolled, including 8.4% in special education, 2.5% qualifying for English Language Learner support, and 4.6% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	0.40%	Grade 5	133
Amer. Indian or Alaskan Native	0.00%	Grade 6	140
Asian	5.00%	Grade 7	128
Filipino	0.80%	Grade 8	122
Hisp. or Latino	11.10%	Ungraded	0
Pacific Islander	0.00%		
Caucasian	69.80%		
Multi-Racial	11.30%		
Students with Disabilities	8.40%		
Economically Disadvantaged	4.60%		
English Learners	2.50%		
Foster Youth	0.00%		
Total Enrollment			523

Student Achievement

Physical Fitness

In the spring of each year, Adaline E. Kent Middle School is required by the state to administer a physical fitness test to all students in grade five and grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	8.3	22.7	64.4
Seventh	3.3	23	72.1

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
<i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i>			
AYP Criteria	KMS	KSD	California
Overall Results	Yes	Yes	Yes
<i>Participation Rate</i>			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
<i>Percent Proficient</i>			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Adaline E. Kent Middle School did not participate in the Title I program and is therefore not required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the California Department of Education's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2015-16

PI Status	KMS	KSD
	Not in PI	Not in PI
First Year of PI	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently in PI		N/A

Note: Cells with N/A values do not require data.

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Adaline E. Kent Middle School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	94	89	83	94	89	83	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	83
All Students (School)	83
Male	85
Female	80
African-Amer.	--
Amer. Indian or Alaskan Native	
Asian	--
Filipino	--
Hisp. or Latino	66
Pacific Islander	
Caucasian	86
Multi-Racial	--
English Learners	--
Economically Disadvantaged	58
Migrant Educ.	
Students with Disabilities	--
Foster Youth	

Note: Scores are not shown when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Adaline E. Kent Middle School	District	California
English-Language Arts/Literacy	83	78	44
Mathematics	75	73	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	133	133	100.0	5	18	29	48
Male	133	80	60.2	8	19	26	46
Female	133	53	39.8	0	17	32	51
Asian	133	10	7.5	--	--	--	--
Filipino	133	1	0.8	--	--	--	--
Hisp. or Latino	133	17	12.8	18	29	24	24
Caucasian	133	84	63.2	2	14	33	50
Multi-Racial	133	18	13.5	0	33	17	50
English Learners	133	7	5.3	--	--	--	--
Economically Disadvantaged	133	6	4.5	--	--	--	--
Students with Disabilities	133	9	6.8	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	133	132	99.2	8	19	20	54
Male	133	79	59.4	11	14	19	56
Female	133	53	39.8	2	26	21	51
Asian	133	10	7.5	--	--	--	--
Filipino	133	1	0.8	--	--	--	--
Hisp. or Latino	133	17	12.8	18	41	12	29
Caucasian	133	84	63.2	5	15	24	56
Multi-Racial	133	18	13.5	11	17	17	56
English Learners	133	7	5.3	--	--	--	--
Economically Disadvantaged	133	6	4.5	--	--	--	--
Students with Disabilities	133	9	6.8	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	142	140	98.6	3	14	39	44
Male	142	83	58.5	4	13	41	42
Female	142	57	40.1	2	14	35	47
African-Amer.	142	1	0.7	--	--	--	--
Asian	142	4	2.8	--	--	--	--
Filipino	142	4	2.8	--	--	--	--
Hisp. or Latino	142	12	8.5	25	25	42	8
Caucasian	142	105	73.9	0	14	40	45
Multi-Racial	142	13	9.2	8	0	46	46
English Learners	142	2	1.4	--	--	--	--
Economically Disadvantaged	142	10	7.0	--	--	--	--
Students with Disabilities	142	14	9.9	14	29	57	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	142	139	97.9	2	21	27	48
Male	142	83	58.5	2	22	23	51
Female	142	56	39.4	2	20	32	45
African-Amer.	142	1	0.7	--	--	--	--
Asian	142	4	2.8	--	--	--	--
Filipino	142	4	2.8	--	--	--	--
Hisp. or Latino	142	12	8.5	0	25	33	25
Caucasian	142	104	73.2	2	23	27	47
Multi-Racial	142	13	9.2	8	8	15	69
English Learners	142	2	1.4	--	--	--	--
Economically Disadvantaged	142	10	7.0	--	--	--	--
Students with Disabilities	142	14	9.9	14	43	14	7
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 7							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	129	128	99.2	5	6	42	47
Male	129	59	45.7	8	8	46	37
Female	129	69	53.5	1	4	39	55
Asian	129	4	3.1	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hisp. or Latino	129	14	10.9	14	14	36	36
Caucasian	129	97	75.2	3	6	39	52
Multi-Racial	129	11	8.5	0	0	73	27
English Learners	129	2	1.6	--	--	--	--
Economically Disadvantaged	129	6	4.7	--	--	--	--
Students with Disabilities	129	8	6.2	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 7							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	129	129	100.0	6	18	32	44
Male	129	60	46.5	7	18	25	50
Female	129	69	53.5	6	17	38	39
Asian	129	4	3.1	--	--	--	--
Filipino	129	1	0.8	--	--	--	--
Hisp. or Latino	129	14	10.9	7	21	36	36
Caucasian	129	97	75.2	6	20	30	44
Multi-Racial	129	11	8.5	0	0	27	73
English Learners	129	2	1.6	--	--	--	--
Economically Disadvantaged	129	6	4.7	--	--	--	--
Students with Disabilities	129	8	6.2	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	121	120	99.2	5	9	51	35
Male	121	64	52.9	8	11	48	33
Female	121	56	46.3	2	7	54	38
African-Amer.	121	1	0.8	--	--	--	--
Asian	121	8	6.6	--	--	--	--
Filipino	121	1	0.8	--	--	--	--
Hisp. or Latino	121	13	10.7	23	8	62	8
Caucasian	121	77	63.6	1	12	52	35
Multi-Racial	121	17	14.0	6	6	47	41
English Learners	121	2	1.7	--	--	--	--
Economically Disadvantaged	121	3	2.5	--	--	--	--
Students with Disabilities	121	13	10.7	23	15	46	15
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	121	120	99.2	8	17	22	53
Male	121	64	52.9	8	13	20	58
Female	121	56	46.3	7	21	23	46
African-Amer.	121	1	0.8	--	--	--	--
Asian	121	8	6.6	--	--	--	--
Filipino	121	1	0.8	--	--	--	--
Hisp. or Latino	121	13	10.7	15	31	0	54
Caucasian	121	77	63.6	6	16	23	52
Multi-Racial	121	17	14.0	6	18	29	47
English Learners	121	2	1.7	--	--	--	--
Economically Disadvantaged	121	3	2.5	--	--	--	--
Students with Disabilities	121	13	10.7	31	23	23	23
Foster Youth	--	--	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CST - Science Results and CAASPP charts; Academic Performance Index, including API chart; and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropouts and in Graduation Requirements, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through email, the school marquee, the school website, Falcon Facts electronic bulletin, email blasts, and daily bulletin. Contact the PTA President at (415) 458-5970 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Chaperone Field Trips
- Classroom Helper
- Eco-Action Club
- Garden Club
- Grade Level Parent
- Library Assistant
- Office Helper
- PE Uniform Distribution
- Snack Bar

Committees

Communication Committee
 Finance Committee
 Kentfield Schools Foundation kik
 Parent Teacher Association
 Safe Routes
 School Site Council
 Strategic Planning

School Activities

Back to School Night
 Dance Chaperones for Grades 7th & 8th
 Games Night for Grades 5th & 6th
 Information Events
 Open House
 Parent Education Workshops
 Principal's Coffees
 Student Orientation
 Student Performances
 Volunteer Luncheon

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Adaline E. Kent Middle School's original facilities were built in circa 1934; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

In the last 12 months, the addition of a 40' x 80' mural created by students and an electronic message board donated by the PTA was completed. In November 2014 the Master Plan for Bond Measure D was completed. Highlights of the Master Plan include 15 new classrooms as well as improved parking and classroom modernizations. Planned Prop 39 funding improvement projects for the 2015-16 school year include replacing current Energy Management System (EMS) using approved California Energy Commission (CEC) application.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three custodians (one morning custodian, one afternoon custodian and one part-time evening custodian) are assigned to Adaline E. Kent Middle School. The day custodian is responsible for:

- Facilities cleaning
- Events setup/cleanup

Restrooms are checked once a day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- General use areas
- Office area cleaning
- Restroom cleaning
- Gymnasium cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	circa 1934
Acreage	8.5
Square Footage	78,000
Quantity	
Permanent Classrooms	19
Portable Classrooms	5
Restrooms (sets)	3
Band Room	1
Library	1
Art Room	1
Computer Lab	1
Gymnasium	1
Large Playing Field	1
Locker Rooms	1 set
Multipurpose Room	1
Outdoor Meal Areas	2
Science Labs	3
Shop Room	1
Student Activity Room	1
Track Field	1

Deferred Maintenance

Kentfield School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2014-15 school year, Kentfield School District allocated \$57,272 of deferred maintenance funds for the addition of a new 5th grade classroom project at Adaline E. Kent Middle School.

Facilities Inspection

The district's maintenance department inspects Adaline E. Kent Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Adaline E. Kent Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, November 03, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, November 03, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principal, and teachers patrol the campus, entrance areas, and designated common areas. During recess, teachers supervise playground activity. The principal, assistant principal, noon aides, and classified staff monitor lunch time activity in the cafeteria and common student

activity areas. At the end of the day when students are dismissed, the principal, assistant principal, and teachers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Adaline E. Kent Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Adaline E. Kent Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2015.

Classroom Environment

Discipline & Climate for Learning

Adaline E. Kent Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	12-13	13-14	14-15
	KMS		
# of Students Suspended	12	7	2
# of Students Expelled	0	0	0
	KSD		
# of Students Suspended	20	16	4
# of Students Expelled	0	0	0
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
2012-13				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
5	25.0	2	32	
6	22.0	12	25	2
2013-14				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
5	21.0	8	38	2
6	23.0	10	25	3
2014-15				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
5	20.0	18	28	2
6	21.0	12	31	2

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
2012-13				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	18.0	12	12	
Mathematics	20.0	7	8	
Science	22.0	6	6	
Social Science	25.0	4	7	
2013-14				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	19.0	14	8	
Mathematics	17.0	11	7	
Science	24.0	1	10	
Social Science	24.0	1	10	
2014-15				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	18.0	15	6	
Mathematics	20.0	7	6	
Science	24.0	1	9	
Social Science	24.0	2	8	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Adaline E. Kent Middle School revolve around the California Common Core State Standards. During the 2014-15 school year, Adaline E. Kent Middle School held staff development training devoted to:

- Common Core State Standards in ELA, Math and Science
- Next Generation Science Standards
- Response to Intervention
- Social & Emotional Learning Training
- Technology Training

Decisions concerning selection of staff development activities are performed by the principal using tools such as state assessment results and teacher surveys to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Adaline E. Kent Middle School supports ongoing professional growth throughout the year on weekly early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2014-15 school year, Adaline E. Kent Middle School's teachers attended the following events hosted by the Kentfield School District:

- Anti-Bias Training
- Common Core State Standards
- CPR Refresher Training
- Sexual Harassment Training
- WEB Leader Training

Adaline E. Kent Middle School offers support to new and veteran teachers through peer coaching and mentoring. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
5	5	5

Instructional Materials

All textbooks used in the core curriculum at Adaline E. Kent Middle School are aligned to the California Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 08, 2015, the Kentfield School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #2 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Kentfield School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
1990	McDougal Littell, <i>The Language of Literature</i>	0 %
2002	Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
Foreign Languages		
2006	Pearson Prentice Hall, <i>Realidades Student Edition - Levels A & B</i>	0 %
History-Social Science		
2005	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	0 %
Mathematics		
2014	Pearson Scott Foresman, <i>Digits</i>	0 %
2014	Pearson Scott Foresman, <i>Scott Foresman - Addison Wesley enVisionMath California</i>	0 %
Science		
2006	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %

Professional Staff

Counseling & Support Staff

Adaline E. Kent Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Adaline E. Kent Middle School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	2	1.4
Health Assistant	1	0.3
Librarian	1	1.0
Mental Health Counselor	1	0.4
Nurse	1	0.2
Psychologist	1	0.4
Speech Specialist	1	0.2
Technology Assistant	1	0.8

Counselor-to-Student Ratio: 1:262

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2014-15 school year, Adaline E. Kent Middle School had 39 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Adaline E. Kent Middle School	97.0 %	3.0 %
District Totals		
All Schools	97.0 %	3.0 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	97.0 %	3.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	KMS			KSD
	13-14	14-15	15-16	15-16
Total Teachers	41	39	39	82
Teachers with full credentials	41	39	39	82
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	11	11	11	12
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Address: 400 Magnolia Ave., Larkspur
 Phone Number: (415) 927-5005
 WebSite: <http://alphais.com/larkspur/208.html>
 Number of Computers Available: 2

Salary Comparison 2013-14		
	KSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$50,157	\$42,723
Mid-Range Teacher Salary	\$77,333	\$65,936
Highest Teacher Salary	\$89,956	\$84,545
Superintendent Salary	\$177,500	\$159,133
Average Principal Salaries:		
Middle School	\$136,202	\$110,494
Percentage of Budget:		
Teacher Salaries	45%	40%
Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2013-14 school year, Kentfield School District spent an average of \$11,409 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Kentfield School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	KMS	KSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	522	N/A	N/A	N/A	N/A
Total**	\$11,154	N/A	N/A	N/A	N/A
Restr.†	\$1,203	N/A	N/A	N/A	N/A
Unrestr.††	\$9,951	\$10,013	99.38	\$5,348	186.07
Avg. Teacher Salary	\$81,204	\$79,212	102.51	\$69,086	117.54

Note: Cells with N/A values do not require data.

* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Adaline E. Kent Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST & CAASPP results, enrollment, and staffing.

Public Internet Access Location

Parents may access Adaline E. Kent Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Adaline E. Kent Middle School is Larkspur Public Library.